



## Organization Of The Modern Educational Process In The Discipline Of Digitization.

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### **Annotation**

In the face of digitalization in the world, the transition of digital economic educational institutions as an organization with an important position in the intellectual development of the country, rapid changes are present in the conditions of necessary bridges. The serious digitization of all the processes that make up the modern educational system and its impact on the teaching method is studied in the next article.

**Key words:** Globalisation, education system, digitalization, problem-modular technology.

The end of the second and the beginning of the third millennium surprisingly coincided with the global transformation of society, the transformation of the entire existing world order. The new world order is the subject of close attention of politicians and scientists, and a number of previously expressed assessments (for example, "new industrial society;" "post-industrial society", "communism", "global village", "information society", etc.) turned out to be very vulnerable from the standpoint of the real course of events. In the very last decades of the XX century. such assessments as "social post modern", "new world order", "globalism" have become widespread. But they are not devoid of vulnerabilities and are subject to deep and meaningful criticism. The real new world order on planet Earth differs significantly from speculative schemes like "One World", on the contrary, the processes of "new regionalization" and socio-economic dissociation of the world are becoming more and more relevant.

Digitalization, or digitalization (from the English. digital - digital) - the process of introducing digital transmission systems at the level of primary networks, means of switching and control, providing transmission and distribution of information flows in digital form at the level of secondary networks. The transition to a digital method of communication, recording and data transmission using digital devices.

At the same time, the term "digitalization" is used for describing the transformation that goes on, than just replacing analog or physical resource for



digital or informational. Any translated into an electronic version of the object is a whole set of interactive and multimedia experiences. Digital transformation is the process of integrating digital technologies in all aspects of the activities of organizations that require making fundamental changes in technology, culture, operations and principles of creating new products and services. Digital transformation pre- believes a massive change and revision of all fundamental components of the device and co- organization: from the operating model to infrastructure, which leads to fundamental changes in the work of the organization and reflects on her interaction with customers.

A digital transformation project is best complemented by the use of a digital maturity as a basis for determining the current the state of the organization and the desired target conditions in terms of the main areas, key for sustainable business.

For digital success an analysis of the existing model of management is required and the corporate environment. Accordingly, to key tasks of any organization include understanding at what stage of global transformations developments it is and how large-scale it is necessary it is possible to carry out internal corporate changes. When assessing the level of digital maturity should rely on the previously mentioned international conceptual standards.

### **Industry**

- determination of the current stage of maturity in different functional areas (structure, resources, technologies);
- identification of the target stage of development, which the company wants to achieve at the end of the transformation process, based on its corporate strategy;
- defining actions and including them in the plan in order to develop the characteristics established in the process of identifying the target stage of development. In this case, the result of the assessment will be:
  - a list of functional areas and business processes ready to carry out the transformation developments with a high degree of maturity;
  - a list of risks associated with digital transformation;
  - recommendations for building a business model digital company.

An assessment process like this allows you to connect digital transformation with an overall strategy organization, since it directly concerns is the main performance indicators. Also this method helps to justify current and capital



costs in the context of digital transformation. This allows you to evaluate any activity in long-term goals of the "digitized" organizations.

In preparation for digital transformation most importantly, clearly highlight the main objectives organizations. Despite the complexity of the definition parameters that, taking into account the differences in the process digital transformation for each specific organizations would be sufficiently versatile and applicable to all or at least most of them, it seems possible to distinguish a number of areas requiring changes:

- increased efficiency;
- increased quality;
- improved flexibility;
- improved safety and reliability;
- speed of product launch to the market.

These are quite tangible parameters that can be put at the heart of the transformation process and ensure a greater return on activities organization, as well as give more positive user experience. Timely determination goals and basic tools for further this movement is a must for every an organization striving for development. Carrying out changes according to similar criteria will allow the organization to remain relevant and successful in a changing environment.

The global lesson as a pedagogical problem

Aspects of the analysis of the lesson of global orientation can be considered as a combination of the following factors:

1. The presence of the goals of global education, that is, the creation of conditions for understanding the integrity of the world and interdependence in it, the unity of man and nature, overcoming the split of human consciousness and soul.
2. Implementation of the tasks of global education:
  - The formation of the world outlook of students, in which a person recognizes and appreciates the unity of the world, realizes his place in it;
  - Development of cross-cultural literacy;
  - Formation of eccentric ecological consciousness;
  - The formation of an unbiased view of the world (empathy, tolerance).
3. Compliance with the principles of global education.
4. Introducing a global perspective into the lesson through:
  - Factual material of global content;
  - Oversubject;



- Intersubject;
  - Development of universal skills and abilities;
  - Creation of a unified picture of the world;
  - Teaching the rules of life;
  - Diverse passion;
  - Atmosphere of cooperation and freedom in the classroom;
  - Activation of the learning process.
5. Compliance of the selected educational technologies with the ideas of global education:
1. Technology of epistemes;
  2. Technology of developing education;
  3. Problem-modular technology;
  4. Technology of cooperation, etc.

Globalization offers great opportunities for access to education. First of all, this is due to the development of information technology. The Internet has become one of the most important resources in obtaining information for students, teachers, as well as for a wide range of people who want to change their profession or get additional education in a particular area. Links to web pages can increasingly be seen in the list of recommended readings in various textbooks. More and more educational sites and portals appear in the global computer network every day. Many universities display their curricula and individual course programs on the Internet.

In addition, the Internet makes it possible for applicants to quickly receive information about courses of interest around the world, which made the choice of a university more conscious and independent of national restrictions. The Internet has provided new perspectives for student exchanges, for interuniversity communication, etc. In fact, thanks to the Internet, it has become possible to talk about the loss of the state's monopoly on knowledge and the development of education.

Historically speaking, the digital revolution it happened quite recently, and today cannot yet be accurately predicted all possible negative consequences and trends of this process regarding both physical and psychological mental health. In education, there is a lack of accurate data and, as a result, insufficient studies have been carried out to prove the positive the significant consequences of the use of technologies and their positive influence on the learning process. Thus, to summarize the above, we can conclude that in the process of digital



transformation for an educational institution the main goal in translating it into life should become maintaining a balance between the traditional, proven pedagogical approach along with unswerving adherence to the main theses of the digital transformation and a clear, conscious trace the points developed for this particular the establishment of a roadmap for digitalization.

Digitalization should help educational organizations to stay on top of innovation and the most modern developments in the field of distribution travel and transfer of scientific knowledge, as well as quickly master them, which will allow you to provide educational services on a new, modern technological base.

Thus, the conducted research digital transformation within the educational institutions in the modern globalization allows us to conclude that the main task in the field of development and digitalization of education is not just to do something new, the task is take a fundamentally new step.

But the influence of the Internet on education is not limited to the open and uncontrollable access of students to the world's information resources. Thanks to modern information technologies, the educational process began to take qualitatively new forms. Distance education has emerged and is starting to develop rapidly. Internet seminars are held, communication between students and teachers, as well as students among themselves, is increasingly carried out through a computer network. Today a student can choose a professor from another city and even a country as his scientific advisor. Various methods of teaching using the Internet are being actively developed. Recently, the question of creating full-fledged Internet universities and the accreditation of their diplomas has already been raised.

The Internet allows education at home, which is vital for certain groups of people with disabilities. The course of learning itself is also intensifying, and the accessibility of portals and websites of various faculties provides students with a new interdisciplinary perspective, allowing them to select courses for training and master their content with much more flexibility. As a result, we can talk about the universalization of education.

Global computer networks provide certain advantages for education. However, their active implementation in the educational process is associated with serious problems. One of them is that both the student and the teacher must have a high level of computer literacy. A person who does not know how to work with a computer becomes virtually cut off from the new global educational opportunities and thus is pushed to the sidelines of life.



Another problem is language. Most of the computer sites are in English, so insufficient knowledge of the English language also fences a person off from new opportunities.

Another problem appears, which physiologists and doctors are increasingly talking about. The intensification of education, the use of a computer entails health problems. This factor is especially significant for schoolchildren.

The next problem, perhaps the most important, is the issue of access to a computer and the Internet. Already almost completely solved in developed countries and in large educational centers, this problem is one of the most pressing for poor countries, peripheral regions and transitional societies, in which there are not only a sufficient number of Internet access points, but also just computers. The disproportion in access to information introduces an additional element of inequality between the “rich” and “poor” worlds, reinforcing social barriers.

This is especially important considering that at the traditional (pre-computer) level of education, the gap between rich and poor is very significant. It is estimated that at the moment about a billion people (i.e. every sixth inhabitant of the planet) remain functionally illiterate. In the context of globalization of society, their marginality increases significantly.

Within individual countries, the problem of access to information and, consequently, access to the most important factors of human development is also extremely acute. This is especially noticeable in transitional states. It is clear that high-income families from the middle and upper classes have more opportunities to provide their children with a prestigious education than low-income families. This subsequently leads to the fact that studying at universities means the reproduction of these classes.

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